



# Campus Bulletin

October 3, 1991

No. 6 - 91

## THOUGHT FOR THE WEEK:

Build people's self esteem. The more competent people  
feel...the more they are able to contribute.

Management Magic

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### MONDAY, OCTOBER 7, 1991:

Administrative Team Meeting,  
1:00 p.m.

Girls Junior High Volleyball at  
ISD with Emmaus Lutheran,  
4:30 p.m.

Dorm Council Meeting, 7:30 p.m.

### TUESDAY, OCTOBER 8, 1991:

Junior High Football at Franklin  
Township Middle School, 4:30 p.m.

### WEDNESDAY, OCTOBER 9, 1991:

Principal's Cabinet Meeting,  
9:00 a.m.

Dean's meeting, 10:30 a.m.

FAC meeting, 3:05 p.m.

Girls Junior High Volleyball at  
Orchard, 4:15 p.m.

Girls Varsity Volleyball at  
Lutheran, 5:30 p.m.

### THURSDAY, OCTOBER 10, 1991:

Kay Sellers will take her Home  
Economics classes to Beasley  
Orchards, 8:00 - 11:40 a.m.

Department Meetings, 3:05 p.m.

### FRIDAY, OCTOBER 11, 1991:

Varsity Football at ISD with  
Lapel, 7:30 p.m.



National Association of the Deaf Play: The National Association of the Deaf will present a play, "Treasure Island" at the Performing Arts Center, Kresage Auditorium on October 16th at 7:30 p.m. in Greencastle, Indiana. Call Mrs. Fredrick at 1-317-658-4800 for reservations. Free Admission!

High School Honors Program: The High School Honors Program is in need of paint. We can use any color, kind, and amount. Please send your donations to Building 6, Room 107, c/o Judy Reynolds or Mary Kovatch, High School.

DCC Representatives: Please meet in the Vocational Library on Monday, October 7th at 3:00 p.m.  
Bob Canty, DCC President

Ride Needed For Student: Looking for transportation for a sixth grader from school to 46th and 1440 Rosselyn after school on Mondays, Tuesdays and Thursdays, please contact Mary Glenn Cullison, Middle School, ext. 116.

Collecting Used Clothes: The Spanish classes are collecting used clothes (sizes: infant - teen) for the Deaf School in Joco Tepec, Mexico. We will be sending our collections the first week in November. All donations can be sent to Room 107, Building 6 c/o Mrs. Reynolds, High School. Muchas Gracias!

Freedom Club: The first meeting for Freedom Club will be Sunday, October 6, 6:30-7:30 p.m. in the second floor Coed Lounge. All interested students in eighth through twelfth grades are invited to join. Staff members and parents willing to help are also welcome.

Laurene Gallimore/Yvonne Johnson, Sponsors

Parent Support Groups: ISD is beginning two new parent support groups--one for hearing parents with hearing or deaf children, ages birth to three. If you know of any parent who would like to be in the group or who would like to be a parent facilitator for the groups, please call Mary Alice Moon or Jennifer Seet, (317) 924-4374, ext. 195.

Bake Sale: Have 25 cents on Fridays and come to 2nd floor, Alumni Building for our bake sale, 1:00-3:00 p.m.  
AEP Classes and Sandy Hakes, Middle School



## ANNOUNCEMENTS:

Student Enrollment Count: Information on student enrollment will be announced through this publication every month to keep you up to date on the number of students we have at ISD. Today's enrollment is as follows:

Preschool - 32	High School - 106
Elementary - 91	AEP - 50
Middle School - 55	

Total as of October 1, 1991 - 334

Thank you!: A big heartfelt thanks to those who were involved in the successful Homecoming activities: Sharon Baker and the cheerleaders; David Bailey, Athletic Director; Dan Fitzpatrick, Jackie McBroom and coaching staff. Our Homecoming Queen elected by the High School students is Monica Smith. Our students really played well in Volleyball and Football games and certainly was enjoyed by us all. The Model Secondary School for the Deaf staff and players wanted to show their gratitude and appreciation for our great Hoosier hospitality!

Thank you!: Thank you to the Deaf Heritage Week Committee, Pamela Haring and Louis Fitzpatrick for the outstanding and well informative week!

Welcome New Staff Member: We have a new addition to our educational department and she is Glenda Zmijewski who hails from North Carolina School for the Deaf. She will begin Monday, October 7th and will teach 1st grade in the Elementary Department. Welcome, Glenda!

New Yearbook Sponsor: Our new Yearbook sponsor is Robert Wilson from the Homecare department. Jessie Adner and Karla Gunn, seniors, are Editor in Chief and Assistant Editor respectively. The yearbook work will be conducted in the famous Multi-Media Lab in the Fair dormitory during the evening hours.

Student Photos: Please return student photo orders to Nancy Thomas as soon as possible. No proofs will be sent home this year. All orders must be PREPAID. Thanks for your cooperation.

Nancy Thomas, High School - Room 105



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FOR HEARING  
PEOPLE ONLY



# What's the best clearinghouse for information about deafness?

The best place to start is your local public or school library. Depending on their size and location, they're likely to have at least a few basic books on sign language and deafness, and possibly some periodicals of interest. Ask the reference librarian to help get you started in the right direction. Perhaps your library has a copy of the 3-volume **Gallaudet Encyclopedia of Deaf People and Deafness**. If not, ask if they can borrow it via interlibrary loan.

The best overall resource center, and a good starting point if you have a fairly clear idea of which direction you want to go, is the **Gallaudet National In-**

**formation Center on Deafness**. The address is 800 Florida Avenue N.E., Washington, D.C. 20002. (Tel. 202-651-5051 [TTY].) Did you know that Gallaudet has a Bookstore at the same address, and a mail-order catalogue featuring a wide variety of books and publications on deafness? (Tel. 202-651-5380 [TTY].)

The **National Association of the Deaf (NAD)**, whose headquarters are at 814 Thayer Avenue, Silver Spring, MD 20910, also features a mail-order catalogue. (Tel. 301-587-1788 [TTY].) Another possibility is the **GLAD Bookstore**, 615 S. Westmoreland Avenue, Los Angeles, CA 90005. (Tel. 213-383-2220 [TTY].)

Addresses and TTY listings for many local and national Deaf organizations, institutions, agencies, clubs, businesses, as well as many Deaf people, all handily arranged by state, can be found in **TDI's International Telephone Directory for TDD Users**. TDI is located at the same address as NAD. (Tel. 301-589-3006 [TTY] and 301-589-3786 [Voice].)

For questions pertaining to law and deafness, try the **National Center for Law and the Deaf** (7th and Florida N.E., Washington, D.C. 20002).

And keep in mind that Gallaudet University, NTID, NAD, TDI, the A.G. Bell Association for the Deaf, SHHH, and GLAD all publish magazines and other useful material, such as reprints and pamphlets.

Happy hunting!

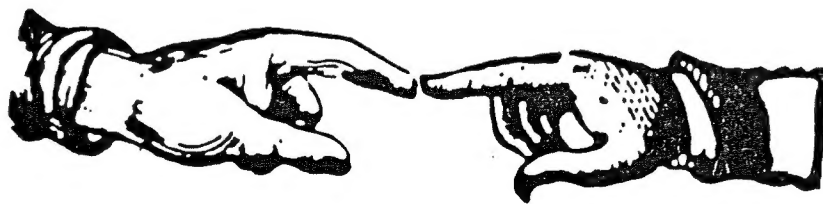
Have  
a question  
about Deaf people  
and their culture?...Write  
to: "For Hearing People Only,"  
**DEAF LIFE**, Box 63083 Marketplace  
Mall, Rochester, NY 14623-6383.





# What Do Parents Want from Principals and Teachers?

It's not "professionalism" that parents want but rather the "personal touch."



**A**s a former principal, I cannot recall a single day in that office when I did not meet with at least four or five parents or help a teacher prepare to meet with a parent. Many of those interactions were pleasant, even delightful, but plenty were not. My fellow principals and I would often spend considerable amounts of professional development time with spontaneous recitations of the latest "unpleasantness" with a parent or group of parents. We—principals and teachers—all tried to help each other cope with parental demands by developing skills in focusing the conference on the issue (Fisher and Ury 1981) or through judicious repetition of the appropriate and clearly stated school or district policy (Canter and Canter 1976). Yet nearly all of us walked away from many of the conferences wondering, "What do parents want?"

Just what do parents want from principals and teachers? What do they say when we ask them?

## Parent/School Communication Study

I am conducting an ongoing study at the University of Pittsburgh that is examining the relationship between

schools and families in four school systems. By talking with school personnel and parents, we are identifying the mechanisms that schools provide to promote school and parent/family communications. We then ask parents (or guardians or any custodial adults) to evaluate their experiences with school communications and to suggest improvements. We also ask them to

**School people are not likely to earn parents' respect by adhering to a cold, businesslike approach.**

reflect on the worst and the best experiences they have had with any school.

Personal interviews were used to collect the data. The interviews were conducted with parents, principals, and teachers. School documents on communications were also reviewed. The report here represents only a portion of this study. A complete report is forthcoming.

Although we interviewed school personnel from both public and private schools, this report focuses on the parents' responses. Other research has looked at the perceptions of school personnel (see, for example, Epstein and Becker 1982, Goldring 1986, Nasstrom 1981). The major limitation of this study is the regional nature of the population. Thus, caution must be exercised in generalizing these parents' responses to parents' perceptions nationally, but the stories they tell can provide school people everywhere insight into their own school/family relationships.

Historically, the research on parents and public policy focused primarily on families and schools facing crises concerning students. The findings concluded that socioeconomic status dif-

ferences between teachers (or other school personnel) and the families-in-crisis increase the alienation of parents from schools (Lightfoot 1978, Schaefer 1983). However, the University of Pittsburgh research, thus far, refutes this conclusion. We are finding that all families, regardless of socioeconomic status, have similar preferences about the nature and the conduct of school communications.

### **What Do Parents Want: Professionalism?**

The responses we have collected indicate that existing school mechanisms can both enhance and detract from school and family relations. In a classic example of misunderstood cues, the reported preferences of parents are *not* what school personnel think they are. School personnel passionately believe that a professional, businesslike manner will win the respect and support of parents. The responses of parents to questions about their contacts with the school reveal that they view "professionalism" on the part of teachers, school psychologists, guidance counselors, or principals as *undesirable*. Parents mentioned their dissatisfaction with school people who are "too businesslike," "patronizing," or who "talk down to us."

When specific incidents that generated parental disapproval were checked with the school personnel involved, the school people reported they were trying to "do what is best for them [the students or parents]." One principal said that "sometimes people don't know what is best for them." Thus, the responses of school personnel generally supported what one father reported as a tendency to ignore or respond inappropriately to parents' questions or desires. Our findings in this area replicate Corwin and Wagenaar's (1976) conclusion that teacher-parent disagreements increased with the seniority, training, and formality of the teacher.

### **Patronage?**

Parents reported a "personal touch" as the most enhancing factor in school relations. Teachers or principals who

## **Parents reported a "personal touch" as the most enhancing factor in school relations.**

take a personal interest in the children will call parents to alert them to problems, both academic and social.

Parents predicated their allegiance to the school on whether their children liked the teachers, but they were not seeking special favors. Parents were not looking for teachers or schools that only do things children like. They said that kids *need* discipline, and they genuinely appreciated teachers who provided it appropriately and with their knowledge. Parents who found out about student-teacher disagreements from the child without any information from the teacher, though, usually became very angry and were slow to forget. However, they acknowledged the need for teachers to handle situations as they arise—"Why wait eight hours until the kid gets home?"—but they appreciated teachers' keeping them informed of the incidents as soon as possible. In such instances, parents were not requesting special consideration, just timely information.

### **Partnership?**

Parents spoke favorably of the activities that schools provided for them. Especially popular were programs that supported them as partners in fighting drugs or in understanding the development of their children.

Parents also valued schools that acknowledged working parents' needs. Parents' work schedules often interfered with their becoming more involved in the day-to-day activities of the school, including attendance at

their children's plays or other performances. If the events are held only at one time, day or night, not all parents are able to attend. Parents suggested that schools schedule a day and a night performance, so that parents who work different shifts can attend.

The traditional school-parent communications device, the parent-teacher conference, received mixed reviews. The good news is that parents appreciate teachers who arrange conference times around their work schedules. On the down side, they rated negatively almost everything else about the conference. Some parents resented the formality of the conference and the limited time often allotted for it.

Dislike of the formality of the conference is probably directly related to the "professional-client" nature of the exchange. The degree to which parents dislike "professionalism" has already been mentioned. Parents would prefer a less formal relationship with their child's teachers. They suggested more regular, informal contacts by teachers through less time-consuming phone calls or notes (if students are reliable in delivering them). The message from parents about conferences was summed up by one father, who said, "Save the conferences for the *big* things."

Some parents viewed the limited conference time period (10 minutes in some cases) as a way teachers or other school professionals avoid finding out

## **All families, regardless of socioeconomic status, have similar preferences about the nature and the conduct of school communications.**